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Immigration

ELIZABETH M. ANTHONY

Educational

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REBECCA G. HEIMAN

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Innocent Aliases

FANNY GOLDSTEIN

ONCE upon a time when the world was very young, when man's domains were small and his needs were simple, there were no surnames. Even given names were not obligatory, as these were sometimes given, but more often not, leaving the individual at liberty to either earn or choose a name for himself later. In the beginning nearly all the names were symbolical, being either derived from nature, locality, or physical characteristics of the individual.

The local topographical boundaries were the first dividing lines and originated the distinction of surnames. Then social barriers arose, clans came into existence, predatory tribes evolved hatred and homicide, and man took shelter under a name.

The Semites were perhaps the first to adopt the custom of a given name, but the distinguishing value of a surname did not arise until centuries had elapsed. A man was for example simply "Yacob *Ben* Avrum," a woman "Rivkah *Bas* Yitzchok," the *Ben*, signifying *son of*, the *Bas*, *daughter of*. And even to-day although socially and legally surnames play a great part in the materialistic scheme of things, ecclesiastically they are still ignored and a man is baptized, confirmed, and buried only by his given name.

"What's in a name?" we oft hear said, "A rose by any other name would smell as sweet." It is true that the flower might smell as sweet, but it is a bit tardy to change its name, for time and history have already accredited to the rose myriad beauties and associations which another name might fail to conjure up. But when it comes to men a simple name can either make or mar an innocent man.

If there is nothing in a name why then do conservative bluebloods boast so much of the honor and antiquity of their names? And why do the demoralized scions of foreign families come to America and collect fat millions for the honor of their names? Why the multitudinous genealogical societies, with their scholarly research and long speeches? Why so many coats of arms, embroidered crests on nappery, family reunions, pink teas, and small talk?

Then there must be a good deal in a name, else why does man pass on into eternity and leave but the memory of his life in his name?

In the world's history one can easily forget dates, but seldom the names of the great ones. Every epoch conjures up a name, and these names even long before the use of the printed word have been zealously guarded and handed down to posterity by the use of the spoken word in myth and legend.

But that was ages ago, and custom has since demanded both a given name and a surname for every individual. And now in this enlightened age, in "the land of the free and the home of the brave," few people realize what a wave of doubt and dislike the mere sound of a foreign name can evoke against a meek and innocent individual. Those people who are blessed with surnames that are not racially distinctive and questionably hyphenated are indeed fortunate. To be labelled



with a surname which has been mutilated through lax anglicizing and robbed of all ancestral sentiment and dignity is oft a great handicap.

Many aliens who come to America lose their good old family names through the sympathetic errors of American officials. We have, therefore, many in our midst innocently answering to names that were never conferred upon them, and by which their own ancestors would certainly never recognize them.

I recently met a man who had undergone a complete color metamorphosis, for from his German "Jem Blau" he here became "James Brown." That is truly a big price to pay for American assimilation! A young girl who was once in Italy christened as "Caterina Palma Giudici," upon her entrance into an American school was enrolled as "Catherine Palmer George," and it was not her fault either, she simply said upon being questioned, "I dunno nuthin', the teacher she made it like that." A Russian name of "Prazshack" somehow became "Rogers" here, much to the advantage of the American offspring. Chaimovitch, another old and honorable Judea-Russian name, became in America, by some trick of fate and a process of gradual change, "Simmons," in order to suit the euphony of the English language and the convenience of the teacher's spelling! Imagine the good old paternal grandfather gazing down upon his American descendants and trying to recognize a grandchild of his even through direct male issue by the patronymic!

Such cases are both comic and tragic, and may seem impossible to the more fortunate descendants of John and Priscilla Alden; yet many American citizens of recent foreign extraction who through no choice nor fault of their own, are socially and economically handicapped in their innocent efforts to make good with names that are either racially distinctive, or to them lacking in sentiment and antiquity. This is, perhaps, due in some cases to the itinerant nature of the Jew, but most often to the fact that he does not understand the importance of retaining his original surname.

At this advanced stage of the world's civilization it is often difficult to understand the humor of man, and that the errors of the innocent fathers shall be visited upon the more innocent children until the generation when they are wise enough to adopt new surnames that are both phonetic and euphonious.

How this may best be done without violating tradition, pride, and official records is a question,

for though a rose by any other name may smell as sweet, legally a man's status is for aye determined by his name. It might perhaps be wise for the Immigration Bureau to deal immediately upon arriving, with the surnames of individuals that are difficult to Anglicise and Americanize, or it might be wise to offer advice on such a name at the time of filing the first Naturalization Papers, so that such a person may at that time officially adopt another permanent one without legally losing trace of the original surname. This act would then save the individual an attorney's fee, and another large fee if it is important later to change official deeds and records.

The present required process for legally changing a surname is really a very simple one. Unfortunately many aliens in America simply adopt a new innocent alias at pleasure, without realizing that legally they are by so doing hazarding their own future, honor, and possessions.

This lax method makes it a bit difficult to trace the original "Yacob Ben Avrum" if occasion necessitates it in so complex a state of society as we live in.

Although one may thus in all innocence assume a new surname, it is likely sooner or later to raise many complications and legal quibbles. It is, therefore, far better, and safer for the general protection of the individual who desires a change of surname, to consult an attorney, file a petition to the Judge of the Probate Court, stating the facts and reasons for the desired change of name, and advertise the fact for a stated period in a county paper. On an appointed day the petitioner receives a hearing and is either granted or refused permission to use the desired cognomen. There is no appeal from this decision, for the matter is wholly at the discretion of the Court. If permission is granted, a certified copy of the act can be filed with the Naturalization Papers, and be used as a passport and means of identification.

There has, within the past year been a tremendous increase in our Naturalization Department. If the petition, advice, and proceedings for a desired change of name came at the same time, it would be a great boon to the innocent, well-intentioned alien, save a lot of unnecessary administrative red tape, retain direct official records, and eliminate all small talk of the hyphenated American who through choice and adoption often desires to be equally as loyal and useful to America as the more fortunate descendants of the Mayflower.



THE LIBRARY

The State Library of
Massachusetts

CHARLES F. D. BELDEN, Librarian

THE interest of the stranger and the casual visitor to the State Library is obviously different from that of the State official, the busy legislator, and the earnest student. The visitor admires the elaborately carved marble portal, the faithful portrait bust of the late George Frisbie Hoar, and Ulke's life-sized oil portrait of Charles Sumner, painted from life in 1874. Raptures are frequently expressed over the diamond-studded gold medal presented by the Haytien people to Mr. Sumner in July 1871, in recognition of his efforts to establish diplomatic relations with Hayti and for his successful endeavors to prevent the contemplated annexation of the Republic of Dominica to the United States. The chief magnet, however, is the "History of the Plimoth Plantation," the original manuscript of Governor William Bradford, containing an account of the voyage of the Mayflower, and of those eventful early years of the Pilgrims in the new world.

A brief review of the history, development, and administration of the Library will explain why it finds and maintains favor with its legitimate users. By an Act of the Legislature, approved March 3, 1826, the State Library of Massachusetts was established "for the accommodation of the Legislature, and such other officers of the government of this Commonwealth, as may, from time to time, be permitted to use the same." It has been from the start primarily a legislative reference library, and since the lamentable loss of the New York State Library at Albany, it ranks not only as one of the earliest of the legislative reference libraries, but as the library possessing the largest and most complete collection in any state of material of value to its law-making body.

The Act of 1826 made a modest beginning. It provided that the books and maps in the several apartments of the State House should be collected and arranged in the land office, and placed under the care of the land agent. The Library was under the superintendence of an annually appointed legislative committee, and received annual appropriations to procure "such books, maps and charts, works of science and the arts, as may tend to illustrate the resources and means of internal improvement of the Commonwealth, or of the United States."

The Library remained in the care of the land agent until April 28, 1849, when the relation of the Library to the educational interest of the State was recognized by its transfer to the care of the secretary of the State Board of Education. At the same time its supervision, previously exercised by a legislative committee, was vested in a Board of three trustees, appointed by the Governor and Council for a term of three years. Nominally the secretary of the Board of Education was the administrative head of the Library; in practice, the real administration was carried on by the "acting librarian." In 1893 the Legislature passed a law the effect of which was to separate the Library from any official relation to the Board of Education, and to make the State Librarian an appointee of the Governor and Council, to serve during their pleasure.

Chapter 217 of the Acts of 1910 enlarged the number of Trustees by making the President of the Senate and the Speaker of the House of Representatives *ex officio* Trustees, in addition to the Trustees otherwise appointed by law. It also provided that the Trustees of the State Library should have the management and control thereof, and of the moneys appropriated therefor, should keep records of their doings, and "annually report to the General Court, with such suggestions for the improvement of the Library as they may deem proper."

Chapter 421 of the Acts of 1910, established the annual salary of the Librarian, provided that the Trustees may "expend annually" for the different purposes of the Library sums not exceeding in the aggregate \$23,500.10, and then repealed all acts and parts of acts inconsistent therewith.

Chapter 120 of the Special Acts of 1917, made available for the State Library the sum of \$31,690.00. Five thousand dollars of this amount is for use in recataloguing the library's collections; an important work which has now been in process for over two years.

The growth of the State Library has been steady and constant until to-day over 360,000 volumes and pamphlets find their place on its shelves. Most people are surprised when informed that the Library has approximately eight and one-half miles of linear shelving in its stacks, reading and reference rooms. With what classes of literature are these miles of shelving filled? The following are among the important things to be found in the Library: —



Statutes and Reports. The laws and the judicial decisions of the United States, the several States and the Territories; the laws and the judicial decisions of Great Britain. Both of these collections are practically complete. A notable collection of the laws and the judicial decisions of the colonies and dependencies of Great Britain. The statute law of the other countries of the civilized world is well represented. In addition, the collections are supplemented by the digests of the reports, and the revisions and compilations of the laws, and also by many of the journals and debates of the constitutional conventions.

Public Records. The Library possesses almost complete sets of the congressional and public documents of the United States, the public documents of the several states, a large selection of the parliamentary reports of Great Britain, and selected departmental reports of her colonies and dependencies.

New England. A very complete collection of material relating to New England, especially to Massachusetts as Colony, Province, and Commonwealth. The subjects included are history, biography, genealogy, town reports, maps and newspapers.

Miscellaneous. The Library possesses the important periodicals, including law periodicals; the latest and best material relating to government, and to social and political science; the standard works on finance, taxation and banking; books relating to agriculture and horticulture, to pedagogy and education, to penology, charities, social reform, State industries, and civic development and betterment. The standard histories are to be found; also, collections relating to the social and political development of other States and countries; the important biographies, especially political. A good working library of reference books is also maintained, including encyclopædias, dictionaries, gazetteers, atlases, directories, and various indexes and guides to the use of books in the fields of State and political activity above indicated.

In the gallery stacks may be found on file not only the important Massachusetts daily and weekly newspapers, but also bound volumes of the same, running back in many instances for long series of years. The appendix to the 1911 report of the librarian contains a list of all these newspapers, covering a period from 1765 to date.

In 1892, as an aid to the use of the papers, a card index to "current events" was started. In this catalogue, which is adjacent to the newspaper stack-room, and which at present consists of some 250,000 cards, references may be found to the following subjects, for which there has been constant inquiry: speeches and letters of men prominent in

Massachusetts and elsewhere, biographical and historical sketches, notices of centennial and other anniversaries, political and other important conventions, political platforms, obituaries, banquets, big fires, laying of corner stones, dedications of memorials and buildings, resolutions, news relating to direct nominations, taxation, strikes, riots, wars, floods, launchings, accidents and wrecks, ship subsidy, woman suffrage, racial affairs, etc. A large mass of valuable historical material which would otherwise be hidden is thus made accessible and useful.

Under the heading "Statutes and Reports," mention has been made of the foreign statute law collection in the Library. This collection of over 12,000 volumes is so notable that a further description is not amiss in this survey of the Library and its activities. Over 260 foreign countries and dependencies are represented. The laws are in the following languages: English, French, German, Italian, Spanish, Portuguese, Russian, Dutch, Danish, Swedish, Icelandic, Bohemian, Bulgarian, Hungarian, Hawaiian, and Latin. Countries with other languages are represented, such as Turkey, China and Japan, but the books are in some one of the languages in the above list. The dependencies of Great Britain publish their laws in English; of France, in French, and so on, so that the list of languages is short compared with the number of countries and dependencies. In this collection Great Britain is represented by the laws of 63 colonies and dependencies; France by 13; Germany by 14; Switzerland by 24 cantons; Mexico by 15 states; Canada by 11 provinces; India by 18 provinces; Africa by 28 colonies or dependencies and South America by 18 countries. The laws of Great Britain and France are especially complete, and the laws of the Canadian provinces are nearly so. The series of Hungarian laws is particularly fine. The collection of early Spanish laws would be difficult to duplicate and that of early Mexican law is so complete that it includes many laws which cannot be found in their own official collection. Students of the radical legislation in the experiment laws of Australia, New Zealand and other British colonies will find here all the recent legislation which has challenged the attention of the world. This notable collection of original sources in statute law is believed to be the best in the world, and one of which the Commonwealth should be justly proud.

The collection of American Statute Law is also notable. A catalogue of the same was issued in 1912 under the following title: "Hand-list of Legislative Sessions and Session Laws, Statutory Revisions, Compilations, Codes, etc., and Consti-

tutional Conventions of the United States and its Possessions and of the several states to May, 1912."

The scope of the Library has been outlined. It is an institution whose field is of necessity specialized. Practically all other material is made serviceable, however, by co-operation with the large city and university libraries. The location of the Massachusetts State Library is unusually fortunate in making such co-operation practicable by the interchange of loans. In fact, the number of books actually available for the use of State officers and the Legislature is one of the largest in the country.

During the past seven years special attention has been given to the administration of the Library for the benefit of the legislators. The efforts of the trustees and librarian have resulted in additional rooms and in their proper equipment. The four so-called legislative reference rooms, adjoining the main room of the library, are set apart exclusively for State officials and members of the Legislature. The use of these rooms has been most gratifying. Here are accommodated some 4,000 volumes and pamphlets, including collections of statutes, law reports, department publications, and books on special subjects taken from the collections in the main book stacks. The reference room material,

which largely changes from year to year, is assembled with the view of meeting the current demands of the legislators. In addition to the books and pamphlets, bibliographical lists, covering several hundred objects of possible interest to the law makers, are kept up to date, so that references may be supplied to the latest work on a given subject whenever desired. Indexes, card catalogues and various compilations give further assistance in directing inquirers to the necessary information. All of the lists, compilations and bulletins issued by the other State libraries and Legislative Reference Bureaus of the country may be found and consulted in these reference rooms. The card catalogue of Massachusetts legislators, from 1780 to date, and the card index to the Messages of the Massachusetts Governors, are of daily service.

The use of the legislative reference rooms by State officials and members of the General Court has steadily increased. As the members of the Legislature become aware of the assistance which this reference library can give them in the performance of their legislative duties, it is believed that they will find the use of it ample compensation for all the expense of maintaining the State Library as a whole.

EDUCATIONAL

Why I go to the Movies

SARAH ROGERS

Six years ago when the motion picture industry was still in its infancy, I could not be bribed to attend a picture show. To-day I am a great admirer of the photo play as it is now known. An evening spent watching the characters and scenes of a well known book or classic put into life is not only entertaining but instructive. The story told in this way is never forgotten:

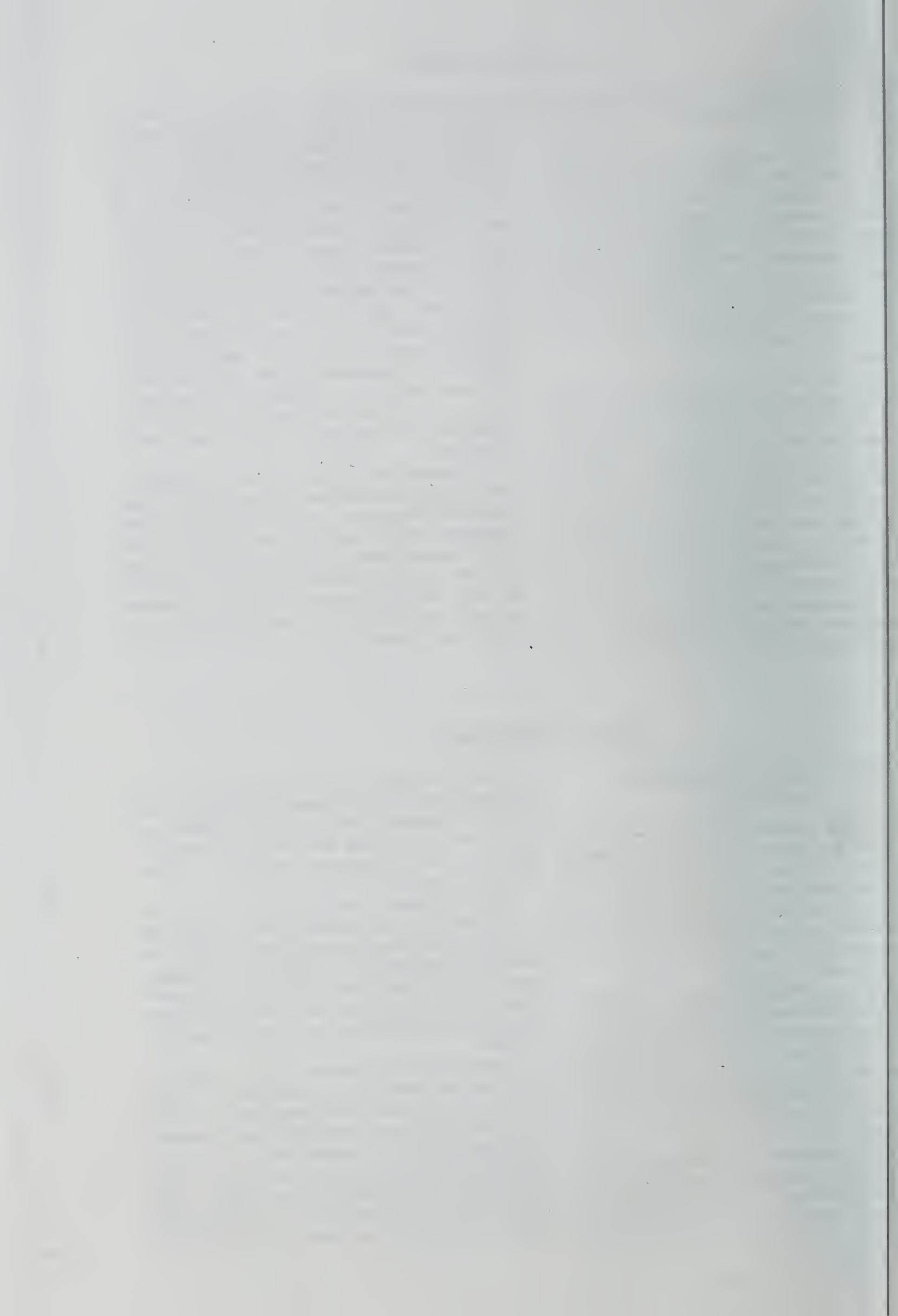
What is more delightful than to accompany David Copperfield from his boyhood days to manhood — be with him in his sorrow and happiness, and for an hour or more live with him in Dickens' England, and forget that we are mere spectators. Or to spend an evening with Silas Marner and so many other friends that we have learned to love through books?

"Going to the movies" did not begin with me until after I had witnessed Victor Hugo's great work "Les Miserables." I had read and reread this wonderful story, but not until I had seen the

"living" story did I realize its greatness. To be able to see Jean Valjean through the different years of his life together with dear little Cosette and their many friends and enemies was a revelation. Since that time — almost six years ago — I have been a "movie fan."

How comfortably and inexpensively we can travel these days in our own country and abroad — not on a tiresome journey with a lecturer but with the photo play, for as many of you know, a great many pictures are staged across the water. Japan, Egypt, Italy, England, and in fact most every country has shown us her people and their customs.

A big feature of the motion picture industry is what may be classed as "current events." This brings to the attention of the people the great things of the day. We are introduced to our President, our Governor, our law makers and other big men of the hour. We see our navy and army at work. We are shown our great industries in action. We might read volumes and volumes of where our silk comes from, or how our paper is made, and how



various things are handled before they reach us, and learn very little compared to what is gained from viewing a picture story of the same thing in about twenty minutes. In fact, we are made to realize the importance of things taking place around us every day — and all this while being entertained. What a big step towards educating the public.

The motion picture has found its way into the public schools. Only a few schools are using it at the present time, but from indications it will not be long before every public school will be equipped with a machine so that the children will learn their geography, history, botany, zoology and other studies by observation as well as through books. Surely these children will be better instructed than we were.

However, if we should see nothing but the kind of pictures above referred to we would soon tire of them. To offset this we have the comedy plays. They are a tonic to the tired mind. Our comedians of the spoken drama have danced their way into the movies and give us plenty of good clean fun.

The silent drama requires the very best of acting and the public is very exacting. Every year has brought the acting on a higher scale until now practically all our actors of the spoken drama have consented to appear before the movie camera. Just a few weeks ago one of our best actresses, who recently appeared in Boston, joined the ranks and gave as her reason for so doing that her acting might be enjoyed by rich and poor alike. And only a few short years ago motion pictures were looked down upon. What a treat it would be if we could see Irving, Booth, Sothern, Sr., and many of the great actors of thirty years ago acting for us on the screen to-day.

Many people think that the motion picture will soon do away with the spoken drama. Such a thing is hardly possible. These two forms of entertainment can hardly be classed together. What we receive from one we cannot get from the other. For instance, we cannot very well enact Shakespeare's plays on the screen, although one or two have been done, and if I remember have not proved successful, for as E. H. Sothern stated in a recent article, "Shakespeare was not a good scenario writer, and I believe the average motion picture editor would turn down Shakespeare's manuscripts because of the fact that the great Bard of Avon was not aware of either photographic limitations or possibilities when he wrote his works. He worked with the limitations of the stage always in mind. The great thoughts he amplified in words will no doubt some day be pictured when the right man comes to work them over into the form that the photo play requires." We will not do away with our operas, operettas, spoken dramas, and comedies, and consequently we will retain them. I do not think that motion pictures have taken the people from the regular theatre. A great many who now go to see a photo play were perhaps seldom seen at the theatre because of the excessive prices. The motion picture has been able to give a great amount of pleasure to the poorer people who could not attend the theatre.

Some of you who read this article will probably say, "But she has only shown the best side of the movies." That is very true. There are bad features connected with this industry also, but doesn't the same apply to the legitimate drama. Yet we would not do away with the stage. The public is demanding better and finer photo plays, and what the public demands it usually gets.

THE NORTH END

Mrs. Quincy A. Shaw

A TRIBUTE

GEORGE C. GREENER, *Director*

North Bennet Street Industrial School

When those who love Beauty die,
Who with her praise the world did bless,
Around the earth there runs a sigh
Of tender loneliness.

WE have recently come nearer together in a bond of loneliness — the missing of a great woman and a great friend.

Both you who knew Mrs. Quincy Shaw and

you who must regret that you did not, will, I am sure, be glad to know a little of her life. Her father was the famous Louis Agassiz, whose name will never die so long as the world reveres science. He came from Switzerland sixty-seven years ago. Mrs. Shaw was then a little girl of nine, so she grew up under the influence of old-time Boston. That the influence was good, and that she was carefully and wisely taught, we are sure. Although we know little of her girlhood, she loved flowers always, for one of her earliest recollections was of standing on a box to wash the leaves of an ivy plant. From the breadth and exactness

of knowledge she afterward showed about art and industry, I know she was a good student.

She married Quincy A. Shaw, who was a well-known Bostonian, and spent all of her married life in Boston.

A most uneventful, simple life, you may think. Why, then, are so many people grief-stricken at her death, and why is she, justly, I think, called great? Is it because she was rich? I think my reader is too sensible to call every rich person great. Or was it because she gave away money? I think you would not agree to that. Since we are people who "look before and after," we build statues to our great people. Look at some of them! Washington, Dr. Hale, both in the Public Gardens, and Phillips Brooks in Copley Square. Is it because they were rich that we honor them? No. We wish to remember the people who have done lasting good to their country. Is not that so?

Anyone who knows North Bennet Street Industrial School from its beginning cannot wonder if we call its first benefactor great. Let me tell you something of her early connection with it and the North End:

Thirty-six years ago she established the first day nurseries that provided sunny and happy surroundings for children whose fathers were dead, and whose mothers were compelled to be away from home during the day. It is due to her efforts that the kindergarten system, also begun here, is so thoroughly established all over the city and elsewhere. She also saw untrained, or partly trained boys and girls half succeeding or not succeeding at all. She knew that the public schools could not do all that

was needed for them. It was her foresightedness and keen insight which led her to establish here — for the first time anywhere in this country — manual training classes in woodworking, clay modeling, printing, and other industrial classes. To meet these experiments money alone was not needed. Money alone might have made matters worse. There was needed foresight, wisdom, much time, careful planning, and kindly interest. All these Mrs. Shaw freely gave, although her time might have been spent — so most people think — more pleasantly. Later, her associates, inspired by her example, established the pre-vocational and other trade classes which would help boys and girls to better find their places in the community. The social side of young people's lives was not neglected; she established for them many neighborhood houses, among these the Social Service House, with its various social and recreational features.

It is not only for what she did, but for what she was that we honor her and feel a great loss to-day. Think a moment, and see how many people you know who are always considerate, honorable, kind, and unselfish; who say just what they mean and always keep their word. Are not these qualities rare, and is not their possessor great? Now we have a gift from Mrs. Shaw — a precious heritage — it is the inspiring memory of her good life. Many of us come short in those qualities of mind and heart in which she was rich. They are all worth cultivating. Let us try to honor her memory by following the beautiful example which she has set before us.

IMMIGRATION

Racial Characteristics of Northern and Southern Italians

ELIZABETH M. ANTHONY

IN almost no other country is there so much difference in the racial characteristics of the people as in Italy. The people of Milan are very different in many ways from those of Palermo.

The people of the north of Italy have much Celtic and German blood in their veins. There are large numbers of blue-eyed, fair-haired people among them, and they as a rule average a greater height. They are better educated, more progressive, and creative. Northern Italy has twice the

libraries and teachers, five times as many books published, and twice as many voters as Southern Italy, twice as many at school, and three times the Southern number receiving higher education.

As immigrants the superiority of the Northern Italians is generally admitted. They are rated as more intelligent, reliable, and progressive, less turbulent, less criminal, and less transient. They earn more, rise higher both socially and economically, and become citizens sooner than the Southern Italians. Only one-fifth of our immigrants are from the North of Italy, as they wander chiefly to South America where they dominate industrially.

The Southern Italian has in his veins a large

infusion of Greek, Saracen, and even African blood, especially in Calabria and Sicily. They are short, dark, and long headed (in form). There is practically no literary or artistic production in the South, a truth which makes the idea that the Italian infusion in American stock will tend to

produce poets and painters questionable. Such opinions are set forth by people who confound "Italian" with "Venetian" and "Tuscan." As it is to-day, the backward and benighted provinces of Central and Southern Italy contribute most largely to our American population.

ANNOUNCEMENT

In order that copies of the Italian-English history play of "Christopher Columbus," the first act of which appeared in the March number of the S. E. G. News, may be available at once for use, it has been decided to print the entire play in pamphlet form, copies of which, at 15 cents each, may be obtained by addressing "The Women's Education Association," care of Miss Lotta Clark, Trinity Court, Boston.

The Boston Placement Bureau

(Girls' Department)

EDITH GUERRIER

SOME months ago I was surprised to find on interviewing a number of High School girls that the majority had chosen the courses they were taking without knowing why, regardless of what they would like to follow as an occupation after school days were over. These interviews resulted from the fact that from early summer till late fall I spend much time in trying to find positions for girls who "have to go to work" without training for the positions they aspire to fill.

As a rule the child knows that at the end of a certain period — it may be on graduation from Grammar or High School, or it may be at the age of fourteen — she must contribute to the fund which supports the family. In case of a girl, marriage after a few years is supposed to relieve her from adding to the family funds.

Ill prepared for a skilled occupation or a promising office position she tries one "job" after another, year after year, till to relieve the lack of interest such life affords — she marries "for a home," a man with as little ambition as herself and settles into a life less interesting often than "the job" though wild horses fortunately could not drag this admission from her.

The old question of helping the children to "look ahead" and to consider the opportunity

they would wish to grasp and to make theirs, led me to see what new things the Boston Placement Bureau was doing with regard to preparing the girl for a position — as well getting her one, without regard to the preparation process.

The importance to the community of such work as that done by this Bureau cannot be overestimated. The history of its development is interesting but the story of its present work is what will appeal to our readers who are interested in seeing the right worker and the right work for that worker, brought together.

The difference between the work of the Boston Placement Bureau and that of a regular Employment Bureau is that the regular bureau assumes no responsibility toward the child, while the Placement Bureau puts on record the statement that "the placement of young people during adolescence should be a function of the educational rather than of the commercial agencies of the community."

Vast economic changes have made it impossible for hard working people to keep up with the trend of things in the industrial world and thus children obliged to go to work early in life have had the selection of their first job "left to chance and to commercial agencies," with result that they have drifted where the current took them, sometimes advancing into the broad ocean and awaking to the fact that they have power to steer themselves, sometimes drifting to the shore with other tangled debris to be finally carted inland and dumped.

To quote directly from a report of the Bureau: "We believe that the proper directions and the oversight of the adolescent worker will ultimately tend to solve the problem of adult maladjustment and non-employment. We believe, therefore, that the intelligent placement and sympathetic after-care of the adolescent child during the first few years of his working life is from the viewpoint of parent, child, and employer, neither paternalism nor charity but mere economic and humanitarian *conservation*."

The organization of the Bureau at present is as follows. At the head is a Director of wide experience and practical sympathies who acts as Head of the Placement Bureau and Director of the Vocational Guidance work, and is in close touch with the Boston School Committee. In the school districts are vocational counsellors, who are teachers in the Public Schools and in close co-operation with these teachers are the Placement Secretaries.

The vocational counsellor's first aim is "to lengthen the period of education for all but the incurably dull and permanently unambitious. At the very moment of registration, unless he belongs to one of these two classes, the applicant is impressed with the greater and more varied opportunities open for those with more than an elementary or high school education. If he seems ambitious the parents are at once consulted as to ways and means of giving him further preparation either for the special work in which he is interested or until he shall have attained more maturity. If, on the other hand, he is indifferent but the parents able and willing, every means is used to stimulate his ambition by friendly chats or by showing him an upper school in actual operation. In many instances, these appeals to the parents or the child awaken the desired ambition; it is seldom economic necessity that drives a child of fourteen to work; in cases where this does exist, an offer of part-time work during vacation or after school hours often solves the problem. When neither advice nor part-time work is sufficient to remove a real financial handicap, scholarships are resorted to as the best possible solution for the especially bright and ambitious student. In securing these scholarships the method is to work in co-operation with the nearest and most natural relief agency. When these fail, the assistance of a private individual is secured. Through advice and careful following up of those registered for summer employment, part-time work and scholarships, more than five hundred and seventy-five young people, out of a total registration of twenty-three hundred were kept in school. One placement secre-

tary alone successfully urged sixteen boys into one high school, thirteen showing a satisfactory record, two barely passing and only one reduced in rank. As the result of this and other influences within and without the school there is a slowly decreasing demand for placement from the elementary schools and a corresponding increase in registration from the high schools—a fact to be noted with satisfaction."

Of course vocational guidance work has always been done to a certain extent by conscientious teachers and as the very able counsellor of the Hancock District remarked, "If a girl has a real aptitude for anything she will find her place whether guided or not."

When the vocational guidance counsellor finds that the child cannot or will not continue in school, she introduces the child to the Placement Secretary, who then consults the parents and proceeds in accordance with their wishes when possible. It is the work of this secretary to "correlate two distinct sets of facts: 1st, the facts relating to the child and 2nd, the facts relating to the opportunity. These facts relating to the child are gathered from four sources: (1) the child himself, (2) the school, (3) the parents and (4) the former employers; in case of a previous work record. The facts in regard to the opportunity are obtained either from (1) the records on file in the placement office of twelve hundred firms already investigated or from (2) personal visits."

The Bureau pledges itself to place no child without knowing the general conditions in that establishment—the building construction, light, ventilation, cleanliness, hours of work, wages, fellow employees and opportunities for advancement. This inquiry is obviously of mutual benefit, it not only safeguards the child but it enables the secretary to choose intelligently for the employer a worker who will be likely to succeed under the conditions given.

The children registered fall into several more or less distinct groups—the constructive group, the salesmanship group, the clerical group. These groups are fitted, as far as possible, into trade, store, and office positions under conditions in which they may be tried out—the placements being carefully supervised in order that the inevitable mistakes, due to changes in the work or developments in the child, may be rectified.

In bringing the worker and the work together an attempt has been made not only to make the process an educational one, but also to lay the foundation for future follow-up. The child is asked to sign, and the parent to countersign, a pledge, agreeing, in return for the free services



given, (1) to report promptly as soon as employed; (2) not to leave any position secured through the placement secretaries without previously notifying the Bureau and giving the employer at least a week's notice; (3) to report at once in case of discharge, no matter for what reason, and (4) to report to the placement secretary at the time and places he designated.

The follow-up system begins when the worker first secures employment. At stated intervals the establishments employing young people are asked the following questions: "(1) What grade of work is this employee doing, excellent, good or fair? (2) How can it be improved? (3) Have you observed any habits which are interfering with his efficiency? (4) Has he capacity for advancement and increase in wages?" The answers give clues as to how the efficiency of the employee may be increased or how his advancement may be hastened. To sum up—"thus in every possible way within their power the placement secretaries endeavor to provide for every worker registered, congenial work by day and supplementary education and wholesome recreation by night."

The question so often asked, "What positions are available for the graduates of the grammar school without other training?" is best answered by the chart exhibited at the last exhibition of the North Bennet Street Industrial School where the placement secretary for the girls of the North End has her office.

Positions filled:

Power machine operating	31
Shoe Manufacturing	16
Candy making	4
Box making	8
Other factory work	18
Book-keeping	3
Department stores	12
Dress making apprenticeship	8
Errand girls.	8

The little operetta of Puss in Boots

EDITH GUERRIER

In order to give our Club House groups an opportunity to use in connection with their little plays some of the songs they have been learning, we have changed the play of "Puss in Boots" into a semi-operetta, adapting to the music, words suited to the rest of the dialogue.

Cast of Characters

PUSS IN BOOTS	TWO REAPERS
THE MILLER	AN OGRE
DAVID	KING OF THE CATS
JAMES	A HUMAN KING
JOHN	A HUMAN PRINCESS
AN OLD MAN	CHORUSES OF CATS
FROGS, INSECTS, FLOWERS AND SERVANTS	

Enter five black and five white cats.

Tune of "Jingle Bells."

Chorus:

Miau, miau, miau, miau, miau, miau, miau, miau, miau, miau, miau, miau, miau, miau.

Our master's going away
His sons he leaves behind,
Such brave and fearless youths,
You'll seldom ever find.
And one will have the mill,
And one the donkey fat,
And all the youngest son will get
Is brother Pussy Cat.

Chorus:

Brother Cat, Brother Cat, miau, miau, miau,
Brother Cat, Brother Cat, Brothers all—miau.

When humans fall asleep
Kit Kats jump awake.
On the garden wall
Concert grand they make.
We sing in Dutch and French,
We talk American
The wee small folk they understand
But not big Mr. Man.

Chorus:

Mr. Man, Mr. Man, you're losing heaps of fun
When on the bed you lay your head, our day has just begun.

(Brother Pussy is here placed with back to wall facing other cats, who sing.)

David of the Mill
Serve in word and deed.
And we will ready stand
To help you in your need.
Bravely, fearlessly
Use your cattish mind
Bring him wealth, and bring him fame,
Yet see you leave him kind.

Chorus:

Kind or serf, cat or dog, Boy or girl or bird
See you don't disgrace your clan, in deed or spoken word.

1ST CAT: Here comes the Miller—down brother on your cattish paws. *(Exeunt all but Brother Puss.)*

MILLER: My sons, I have asked you to meet me in this green meadow that I may look, perhaps, for the last time on our home. I am going to the wars, and as I may never come back, I have decided to divide my property among you. You, John, shall have the mill. James, I give you my good donkey, red leather saddle, gold stirrups and everything. David, my pet, I give to you the best gift of all, since your brothers are too old to appreciate it; my Pussy Cat. Please



call in all the mill hands to witness the signing of the papers.

Tune "Old Oaken Bucket"

Home of my childhood, gray mill on the river,
O, why must I leave thee, dear home of my heart?
E'en the aspens and willows with grief are aquiver,
Rustling with sorrow, that soon we must part.
Ye sedges and rushes that border the broodside,
Where wild ducks and king birds have nests in the reed,
Pray weave me a picture, so firm and enduring
Destruction will leave it intact for my need.
O sons of my manhood, my pride and my honor
I leave in your keeping, till home I return.

Hedges of roses when summer winds scatter
Your fragrance abroad on the wandering breeze,
Beg that your petals like raindrops may patter
On me, far across the rough purple-waved seas;
And when I return from the horrors of battle
My sons, may you greet me, with hearts that are clean.
Remember, you're thinkers—not dumb driven cattle—
And thinkers should never be petty nor mean;
O sons of my manhood, my pride and my honor
I leave in your keeping, till home I'm returning.

(*Sons and servants sing*):

And when you return from the horrors of battle
We'll greet you with hearts that are honest and clean
Remember, we're humans, not dumb driven cattle
And humans can never be petty nor mean
O father, and master, your pride and your honor
Are safe in our keeping, till home you return.

(*A bugle sounds outside.*)

MILLER: It is the call. Farewell, my sons and my servants.

ALL: Farewell. (*He goes.*)

JOHN: Unlock the mill sails and let them turn, that our father may hear the song of the sails as he goes on his way. (*The servants go out and after a few squeaking sounds, the round is heard.*)

Tune, "Scotland's Burning."

Sails are turning,
Wheat is grinding—
Flour, flour, flour.

JOHN (*putting his hands to his ears shouts*): O stop, this noise is deafening. (*It stops.*) (*Shouts again*): Now, my merry men, you can go to work. My brothers, I suppose we must talk business. James, I want to do right by you, since father has given me the best of the bargain. You stay here with me, and I'll pay you wages, and hire your donkey to carry grain.

JAMES: No, John, thank you kindly. I'm determined to see the world, and I'm going to teach my donkey to be a trick animal, so I can travel with a circus.

DAVID: May I stay here, brother, and run errands, and lend my cat to catch mice in the granary?

JOHN: Well, really, David, I can't see that you or the cat would be much use. Suppose you go and seek your fortune for yourself.

DAVID: I like company better than being alone. Brother James, may I go with you. I can train my cat also for a circus, I am sure.

JAMES: Now, David, you better do as brother John tells you. As for me, I'll be off with my donkey. Good-bye, brothers.

JOHN and DAVID: Good-bye, brother. (*Exit James.*)

JOHN: And I'll be off to my mill. It will give me a great deal of trouble, I fear, as for you, brother David, you'll have an easy time with only a cat to take care of. Look me up when you make your fortune.

DAVID: I will, brother. (*Exit John.*) Pussy, now, we're left alone—but, I've always been merry, and merry I'll always be, so come on my pussy and dance with me. (*They dance.*)

Pussy (*offering a leaf. David eats it*): That was the seventh leaf of a seventh catnip plant, given by a seventh born, and now you will understand animal language and the songs of stars and flowers. You don't feel sorry you didn't get the mill or the donkey?

DAVID: No; why should I with the blue sky over head, and the green earth underfoot, and good comrades everywhere. I shall find my fortune.

Pussy: Master, I can talk as well as anyone, and I have a great many ideas in my head. I think it would be better if I walked upright like a man.

DAVID: Why don't you, then?

Pussy: Because I have no boots. It is boots that make men walk upright.

DAVID: Well, I will make a pair of boots for you. In the meanwhile, you may wear mine, for I have walked upright so long that now I walk that way whether I have boots on or not.

Pussy: Thank you, dear master. Now, I will run through the forest and bring you berries and nuts and a bottle of water for your luncheon. You won't be lonesome?

DAVID: No; I never was lonesome. And now that I can understand animal language, I never shall be. (*exit Pussy*) Ho, comrades all; frogs of the stream, little green insects of the tangled grass, and you flowers of glades and dells, leave me never alone. I am a social person. Come, come! (*Enter frogs, insects and flowers.*)

Tune of "Santa Lucia"

KATY-DIDS:

Shimmering, glimmering, hopping and skipping,
Come we, with wings outspread, flying and tripping
Blown by the winds from sweet fields of red clover,
Sing we our same old song, over and over,

Katy, she did did,

Katy, she didn't—

Did know the fairies well,
Didn't their secrets tell.



Book Review

REBECCA G. HEIMAN

EVER since the European War broke out, there have been numerous books written telling of unbelievable disasters in a country which stood for art, literature and music; — in fact the country from which our America got so much inspiration. The most popular book on the War up to the present time is, without a doubt, "Mr. Britling Sees it Through," by H. G. Wells. We are neighbors of Mr. Britling in Matching's Easy, a delightful English village, where there is time to play hockey — as it was played at the Dower House in Matching's Easy, cultivate beautiful gardens and enjoy them, in short to live leisurely and take for granted that all the world is just as contented and happy. But into this village over night, comes the dreadful demon "WAR," and breaks up our quiet, takes from us the people we love best, and creates chaos not only to our village, but all over the world.

We are made to feel certain that England is taken by surprise, that she was not prepared nor ready for war, for Mr. Britling says, "One remarkable aspect of the English attitude towards the war was the disposition to treat it as a monstrous joke. It is a disposition tracable in a vast proportion of the British literature of the times. In spite of violence, cruelty, and injustice, and the vast destruction and still vaster dangers of the struggles, that disposition held. The English mind refused flatly to see anything magnificent or terrible in the German attack, or to regard the German Emperor or the Crown Prince as anything more than figures of fun. From the first to the last their conception of the enemy was an over strenuous, foolish man, red with effort, with protruding eyes and a forced frightfulness of demeanour. That he might be tremendously lethal, did not in the least obscure the fact that he was essentially ridiculous. And if, as the war went on the joke grew grimmer, still it remained a joke. The German might make a desert of the world; that could not alter the British conviction that he was making a fool of himself."

"London was in the full tide of recruiting enthusiasm. That tide was breaking against the most miserable arrangements for enlistment it is possible to imagine. Overtaxed, and not very competent officers, whose one idea of being very efficient was to refuse civilian help and be very, very slow and circumspect, and very dignified and overbearing, sat in dirty little rooms and snarled at

this un-heard-of England that pressed at door and window for enrollment. Outside every recruiting office crowds of men and youths waited, leaning against walls, sitting upon the pavements, waited for long hours, waiting to the end of the day and returning next morning, without shelter, without food, many sick with hunger; men who had hurried up from the country, men who had thrown up jobs of every kind, clerks, shopmen, anxious only to serve England and 'Teach those damned Germans a lesson . . .' His (Mr. Britling's) impression of the streets through which he passed, was an impression of great unrest. The Current on the pavements was irritatingly sluggish. There were more people standing about, and fewer going upon their business. This was particularly the case with the women he saw. Many of them seemed to have drifted in from the suburbs and outskirts of London in a state of vague expectation, unable to stay in their homes."

The attitude of Mr. Britling's son Hugh, which probably represents the attitude of all the English lads is told in a conversation which they have.

"I'm glad you want to go, Hugh," he said.

"I DON'T want to go," said Hugh with his hands deep in his pockets. "But this job has to be done by every one. It's like turning out to chase a burglar or suppress a mad dog. It's like necessary sanitation —"

"You aren't attracted by soldiering?"

"Not a bit. I won't pretend it, Daddy. I think the whole business is a bore. Germany seems to me now just like some heavy, horrible, dirty mass that has fallen across Belgium and France. We've got to shove the stuff back again. That's all; I think killing people or getting killed is a thoroughly nasty habit. . . ."

It is impossible in a short space to do justice to the pretty romance which runs through the book; also to the deductions which Mr. Britling makes. He sums it all up in this paragraph, I think:

"Let us make ourselves watchers and guardians of the order of the world. . . ."

"If only for love of our dead . . ."

"Let us pledge ourselves to service. Let us set ourselves with all our minds and all our hearts to the perfecting and working out of the methods of democracy and the ending for ever of the kings and emperors and priestcrafts and bands of adventurers, the traders and owners and forestallers who have betrayed mankind into this morass of hate and blood — in which our sons are lost — in which we flounder still. . . ."

FLOWERS:

Lilies and daisies columbines, roses,
 Here, at your bidding, gather the posies
 Odors celestial we toss to the breezes,
 Base is the mortal our presence displeases;
 May time's for Maying;
 June is for playing;
 Come, see yon mossy dell,
 There sweetest violets dwell.

FROGS:

Froggies from boggies and puddles are hopping
 Not for the biggest fly once are we stopping.
 Since for our company, David was wishing,
 Left we the lily pond, where we were fishing;
 Honkety, honkety!
 Honkety, honkety!
 Our voice, through motor horn,
 Around the world has gone.

FLOWERS: Comrades, one comes who knows us
 not, excepting as what the stuffy, stupid, printed
 books call beasts and inanimate objects. Trip we
 suddenly away on our animated toes. Bye, good-
 bye. (*Heard fainter and more faintly.*)

(*To be continued.*)

In Memory of Pauline Agassiz Shaw

Memorial Services for Pauline Agassiz Shaw
 were held at Faneuil Hall, April 8, Easter Day,
 at 3 P. M., under the auspices of the following
 organizations in which Mrs. Shaw was vitally
 interested:

Boston Social Union.
 Boston Equal Suffrage Association for Good
 Government.
 Massachusetts Woman Suffrage Association.
 Boston Conference of Day Nurseries.
 Mrs. Shaw's Neighborhood Houses.
 Vocational Guidance Dept. of Harvard Uni-
 versity.
 Boston Vocation Bureau.
 Boston Kindergarten Association.
 Sloyd Training School.
 Woman's Peace Party.
 Civic Service House.
 North Bennet Street Industrial School.
 Dr. Eliot, President Emeritus of Harvard Uni-
 versity, presided. Gov. McCall spoke for the Com-
 monwealth; Mrs. Maude Wood Park spoke for
 suffrage; Miss Adelene Moffatt for Day Nurse-
 ries; Mr. Robert A. Woods for Neighborhood
 Houses; Miss Laura Fisher for Kindergartens;
 Mr. Gustaf Larsson for the Sloyd Training
 School; Mrs. J. Malcolm Forbes for the Peace
 Movement; and Mr. George C. Greener for the
 North Bennet Street Industrial School. Mrs.
 Maude Ballington Booth spoke on Prison Reform.
 The Unitarian Church Choir, of Brookline,
 sang some of Mrs. Shaw's favorite hymns.

North End Items

R. G. HEIMAN

The Library Clubhouse greatly appreciates the
 help given us in the production of "Boy Blue,"
 by Miss Frances Grant, who played for rehearsals
 and performances, Miss Esther Sutton and Miss
 Jean Key, who helped stage the operetta, and Miss
 Shea and Miss Tremere, who helped with the
 costumes. The sixty-three people who took part
 (from seven years old up) acted as a unit in work-
 ing happily and enthusiastically for the success of
 the performance.

We feel that teaching the children *to work
 together* in a large group, where each one has to do
 his part whether great or small, is training, the
 value of which cannot be overestimated.

We extend our appreciation to the following
 firms for their courtesy in lending us properties
 necessary for the Operetta, A. Steinert & Sons,
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 Berman.

Programme

"BOY BLUE"

An Operetta Presented by the
 LIBRARY CLUBHOUSE GROUPS

CAST OF CHARACTERS

BOY BLUE	ESTHER LOFCHIE
MOLLIE	BESSIE BERMAN
SAND MAN	HANNAH SMITH

BOYS

Elsie Friedlander, Annie Garibotto, Celia Kleut-
 chie, Bertha Lechten, Lillian Levine, Fannie Lof-
 chie, Lena Seletsky, Theresa Squillacioti, Matilda
 Stearns, Gertrude Talkofsky.

GIRLS

Rose Berger, Victoria Cohen, Annie Crystal, Rose
 Fisher, Victoria Ginsburg, Rose Heiman, Jennie
 Jacobson, Bertha Leven, Ida Levine, Albenia
 Mangini.

ELVES

Lena Berger, Sarah Berry, Julia DiGregorio, Bes-
 sie Gordon, Celia Greenside, Annie Klein, Amelia
 Orsino, Eleanor Santosuosso, Mollie Shrier, Bertha
 Singer, Irene Tuite, Fannie Wasserman.

FIREFLIES

Rose Brigundi, Philomena Conte, Mary Dalorio,
 Jennie Guarino, Josephine Guinta, Lucy Goodwin,
 Mary Lewis, Mary Lima, Emelia Oliviero, Mary
 Orsino, Lena Shuster, Katie Zambenardi.

KATYDIDS

Helen Bruno, Lillian Cort, Annie Santosuosso,
 Estella Sisson.

FROGS

Annie Danella, Rose La Monica, Angelina Lan-
 gone, Olympia Vecchio.

SAND CHILDREN

Abraham Berger, Michael Cammerati, Victoria
 Cantor, Alice Edyvean, Frank Saltz, Jennie Shalit,
 David Shrier, Lillian Wolk.

FRANCES GRANT AT THE PIANO

ANNIE BURSTEIN, VIOLINIST
 REBECCA G. HEIMAN, CONDUCTOR



S. E. G. Announcements

April 21. Mrs. Louise James. Readings.
 April 28. Professor and Mrs. Gilmar.
 May 4, Friday. Mrs. Barrett Wendell.
 May 12. Business Meeting.

Mr. and Mrs. Maurice Adelson (*née* Annie Krop) announce the birth of a daughter, Mildred Ruth, born March 16, 1917.

The S. E. G. Camp will have as directors Miss Alice Davis and Miss Elizabeth Anthony. Miss Davis will be in charge of the recreational camp activities, and Miss Anthony will direct the house-keeping and the children's schedule. We feel that the S. E. G. are fortunate in securing the services of these two able women. Now, girls, do your part in making Camp as successful as it has always been. The sooner you send in your time the easier you will make the work of the Camp Committee.

EDITH GUERRIER,
 CATHERINE CASASSA,
 SARAH GALNER,
 FANNIE PUNANSKY,
 Camp Committee.

Interesting Articles in April Magazines

Atlantic Monthly: "The United States and the League of Peace."

Boys' Life: "How to rig and handle an open paddling canoe."

Catholic World: "Socialism and the Servile State."

Delineator: "The story of the soul."

Good Housekeeping: "Mary Roberts Rinehart. Author, wife, mother."

Harper's Monthly: "What is the matter with the American chemist?"

Information: "Current events alphabetically arranged."

Ladies' Home Journal: "Why women pay from \$20.00 to \$50.00 for hats?"

Popular Mechanics: "The world's greatest telescope at Mount Wilson."

Review of Reviews: "City comforts for country mothers."

The Rosary: "Father McKenna — The American apostle of poetry."

Scribner's: "National military training."

St. Nicholas: "The girls in khaki."

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